



The Thinking Approach to Language Teaching and Learning

(Programmes of possible teacher training courses)

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Introduction

The programme has a module structure. The foundation module will normally be the first one. The rest of the modules, their sequence and combination can be chosen according to the needs of the audience. Ideally, students will have completed all the modules by the end of the course.

Forms of work with each module can be different – see page 13.

1. Main Part: Foundations of the Thinking Approach: 36 hours

Outcome

Students know the main principles and constituent parts of the TA and have tried out some of the instruments with students.

Short information

One of the tendencies of the modern education is a closer attention to the development of thinking skills of students. Language teaching is not an exception. Numerous materials can be mentioned in connection with thinking. For practical teachers however, it is often not clear how thinking skills of their own learners can be developed. Moreover, the definition of thinking skills often remains blurred.

The module will present teachers with the Thinking Approach (TA) to language teaching and learning - a possible framework for a systematic development of students' thinking skills. Each module of the approach is presented with many classroom examples. Participants will receive over 100 pages of handouts, most of which they can freely use in their own classrooms.

Elements¹ of TRIZ and OTSM² dealt with in the course

Axioms of OTSM-TRIZ

Element – Name of Feature – Value of Feature (ENV) model

Multi-screen model

Model of contradiction

Model of Ideal Final Result (IFR)

Model of Resources

Function, algorithm for function formulation

Qualities of creative personality

¹ This block just gives a list of those elements students deal with during the course. The degree in which students master these elements may differ significantly from module to module. If necessary, more specific information can be provided on any of the elements.

² Here we do not aim to distinguish between elements of TRIZ and OTSM, that is why some of the models listed may overlap.

2. Module 1: Creative Grammar Technology: 36 hours

Outcome

Students know the methodology for helping learners develop their own grammar models, test them and use in practice. Students have tested the methodology with several grammar themes and have developed a number of sample materials for their teaching contexts.

Short information

Creative grammar has recently become quite a popular notion. Everyone agrees that creativity must be present in the language classroom. At the same time, the transmitted image of creative grammar on the market appears to be rather restricted. Creativity is usually defined as doing something artistic, and 'creative' grammar materials hardly ever bring serious changes to the syllabus.

The given module will offer an alternative approach to creativity in grammar. Course participants will be presented with the framework that gives learners a possibility to develop their own models of grammar, test them when working with real language and start using for communicative purposes. Participants will be offered a large pack of practical materials and will be expected to try them out in their classrooms.

Elements of TRIZ and OTSM dealt with in the course

Axioms of OTSM-TRIZ

Element – Name of Feature – Value of Feature (ENV) model

Multi-screen model

3. Module 2: Text and Film Technologies: 48 hours

Outcome

Students know the methodology for helping learners work with texts and films and simultaneously develop their problem solving skills. Students have tested the methodology with a number of texts and films and have developed several sample materials for their teaching contexts.

Short information

We tend to believe that language teaching always develops students' thinking skills. Unfortunately, it does not appear to be the case. A full scaled development of thinking skills demands for a specially prepared programme. The given module will present a part of such a programme, namely the one dealing with the use of texts in the language classroom. Participants will be offered a large pack of practical materials and will be expected to try them out in their classrooms.

Elements of TRIZ and OTSM dealt with in the course

Axioms of OTSM-TRIZ

Element – Name of Feature – Value of Feature (ENV) model

Multi-screen model

Models of contradiction

Model of Ideal Final Result (IFR)

Model of Resources

Function, algorithm for function formulation

The theory of development of creative personality (TRTL)

Four technologies of OTSM-TRIZ: elements

4. Module 3: Self-Study Technology: 24 hours

Outcome

Students know the methodology for helping learners develop skills for learner autonomy. Students have tested the methodology on themselves and/or their learners and adapted it to their own teaching contexts.

Short information

Learner autonomy is a buzz word of the modern world of education. However, it often remains unclear what could be done on a practical level. This module will present a set of specific tools designed within the Thinking Approach to develop learner autonomy and integrate this process in the language teaching syllabus. Participants will be offered a large pack of practical materials and will be expected to try them out in their classrooms.

Elements of TRIZ and OTSM dealt with in the course

Axioms of OTSM-TRIZ

Element – Name of Feature – Value of Feature (ENV) model

Multi-screen model

Models of contradiction

Model of Ideal Final Result (IFR)

Model of Resources

Qualities of creative personality

5. Module 4: Research Technology: 24 hours

Outcome

Students know the methodology for organising research work of learners and integrating it into foreign language curriculum. Students have tested the methodology on themselves and/or their learners and adapted it to their own teaching contexts.

Short information

Although more and more people agree that research skills are necessary for modern students, actual development of such skills is often limited by teachers' requests to collect information and present a report. The given module will present a framework for development a wide scale of students' research skills and demonstrate how this work can be integrated in language curriculum.

Elements of TRIZ and OTSM dealt with in the course

Axioms of OTSM-TRIZ

Element – Name of Feature – Value of Feature (ENV) model

Multi-screen model

Models of contradiction

Model of Ideal Final Result (IFR)

Model of Resources

Qualities of creative personality

The theory of development of creative personality (TRTL)

The Typical Solution Technology

The Contradiction Technology

The Problem Flow Technology

The New Problem Technology

6. Module 5: Yes-No Technology³: 24 hours

Outcome

Students know the methodology for learning the main instruments of problem-solving and principles of integrating it into foreign language curriculum. Students have tested the methodology on themselves and/or their learners and adapted it to their own teaching contexts.

Short information

The given module is based on the Yes-No Technology for teaching OTSM-TRIZ developed by Nikolai Khomenko. It demonstrates how one can focus on OTSM-TRIZ tools in the language classroom and also presents examples of the so-called linguistic yes-no games.

Elements of TRIZ and OTSM dealt with in the course

Axioms of OTSM-TRIZ

Element – Name of Feature – Value of Feature (ENV) model

Multi-screen model

Models of contradiction

Model of Ideal Final Result (IFR)

Model of Resources

ARIZ

Size-Time- Speed Operator

Golden Fish Method

Methods of technical contradiction resolution

³ The technology is developed by Nikolai Khomenko.

7. Module 6: Materials Development in the TA Framework: 48 hours (24 hours – independent work)

Outcome

Students have developed materials for applying the TA to teaching their target languages with the help of the software for materials development.

Short information

Curriculum changes always bring about the need to introduce new learning materials. This module aims to develop the skills for materials development in the framework of the TA. Participants will be introduced to the TA Task Editor – special software developed for designing TA tasks.

Elements of TRIZ and OTSM dealt with in the course

Axioms of OTSM-TRIZ

Element – Name of Feature – Value of Feature (ENV) model

Multi-screen model

Models of contradiction

Model of Ideal Final Result (IFR)

Model of Resources

8. Module 7: TA Curriculum Development: 24 hours⁴

Outcome

Students have developed a sample TA based curriculum for teaching their target languages in their target contexts.

Short information

This module will present the participants with the principles underlying the development of the TA based syllabus. Samples of TA syllabi will be presented and analysed. As a practical part of the course, the participants will work out own TA based syllabi.

Elements of TRIZ and OTSM dealt with in the course

As OTSM-TRIZ is one of the vectors according to which the TA curriculum is developed, potentially all models can be dealt with. The models really dealt with in the course depend on the kind of curricula participants choose to develop.

⁴ Students must have completed the introductory module and at least three modules (from modules 1-5) before they take up the course.

Possible Forms of Work with Course Modules

The following forms of work are possible with each of the modules. Specific forms will be chosen depending on the needs of learners, specific context and content of the module.

- | | |
|----------------------------------|---|
| 1. Lecture | The course facilitator mainly presents knowledge to students, normally supported by a power point presentation. |
| 2. Workshop | Knowledge is constructed in the collaborative process of working on tasks proposed by the course facilitator. |
| 3. Software | Knowledge is constructed in the process of working with a computer programme specially designed for the purposes of TA. |
| 4. Online learning | Combination of forms 1-3 that takes place in a virtual environment. |
| 5. Independent research projects | Knowledge is constructed in the process of students' independent research projects and tutorials with the course facilitator. |
| 6. Piloting | Knowledge is constructed in the process of piloting the proposed methodology with target learners in the target context. |
| 7. Coaching | Knowledge is constructed in the process of collaborative work of students and the course facilitator, where the course facilitator demonstrates how knowledge can be applied. |

Detailed Programmes for Each of the Course Modules.

Introductory Module: Foundations of the Thinking Approach. Course programme⁵

| Theme | Hours |
|--|-----------|
| 1. Current situation in language teaching and education or why do we need to think about changes? | 2 |
| 2. Grammar in the language classroom. | |
| 2.1. Teachers' vision of grammar. | 1 |
| 2.2. What's wrong with grammar in my classroom? | 1 |
| 2.3. Grammar in the TA classroom: Creative Grammar Technology. | 1 |
| 2.4. Types of grammar tasks in the Creative Grammar Technology (sorting, concept questions, enhanced practice, meaning based, feature training). | 4 |
| 2.5. Other elements of Creative Grammar Technology (grammar banks and autonomy tasks). | 1 |
| 2.6. A system of grammar tasks. | 2 |
| 3. Texts and films in the language classroom. | |
| 3.1. Teachers' vision of the role of texts and films in the language classroom. | 1 |
| 3.2. What's wrong with the way I work with texts? | 1 |
| 3.3. Texts and films in the TA classroom. Text and Film Technologies. | 1 |
| 3.4. System of tasks to text and film. | 3 |
| 3.5. Procedures when working with TA tasks. | 3 |
| 4. Self-Study Technology. | |
| 4.1. What is autonomy? | 1 |
| 4.2. System of tasks in the Self-Study Technology (planning tasks, implementation tasks and assessment tasks). | 4 |
| 4.3. TA Portfolio. | 2 |
| 5. The Research Technology. Overview. | 2 |
| 6. The Yes-No Technology. Overview. | 2 |
| 7. The TA website: a database of materials for the teacher. Internet session. | 2 |
| 8. TA technologies together. A system approach. | 2 |
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⁵ A more detailed programme can be provided for any of our courses if required. If necessary, any programme can be adjusted to better meet the needs of your institution.

Module 1: Creative Grammar Technology. Course programme

| Theme | Hours |
|---|-----------|
| 1. Teaching grammar today. | |
| 1.1. Teachers' vision of grammar. | 1 |
| 1.2. Grammar and teaching philosophy: am I doing what I claim to be doing? | 1 |
| 1.3. Problems of teaching grammar: are we happy with the result? | 1 |
| 2. Creative Grammar Technology of the Thinking Approach: types of tasks. | |
| 2.1. Sorting tasks. | 2 |
| 2.2. Concept question tasks. | 2 |
| 2.3. Enhanced grammar tasks. | 1 |
| 2.4. Meaning based and feature training tasks. | 1 |
| 3. System of grammar tasks. | |
| 3.1. Connections between various tasks. | 2 |
| 3.2. Grammar banks. | 1 |
| 3.3. Planning, reflecting and assessing one's learning of grammar. | 2 |
| 3.4. Systems of grammar tasks: practical work. | 4 |
| 4. Adapting materials for my context. | |
| 4.1. Sorting for different age groups and purposes. | 2 |
| 4.2. Writing own concept question tasks. | 3 |
| 4.3. Procedures for working with a system of grammar tasks. | 3 |
| 5. Creative Grammar Technology across themes. | |
| 5.1. Work with Creative Grammar Technology with Theme 1 (theme is chosen by course participants). | 4 |
| 5.2. Work with Creative Grammar Technology with Theme 2 (theme is chosen by course participants). | 4 |
| 6. The TA website as a tool for the teacher – internet session. | 2 |
| | 36 |

Module 2: Text and Film Technologies. Course programme

| Theme | Hours |
|---|--------------|
| 1. Texts ⁶ in the language classroom. | |
| 1.1. Teachers' vision of work with texts and films. | 1 |
| 1.2. Texts and teaching philosophy: am I doing what I claim to be doing? | 1 |
| 1.3. The reading skills needed today. | 1 |
| 2. The Text Technology of the Thinking Approach: types of tasks. | |
| 2.1. Content generation tasks. | 2 |
| 2.2. Language tasks | 2 |
| 2.3. Co-authoring tasks | 2 |
| 2.4. Transformation tasks | 4 |
| 2.5. Reflection tasks. | 1 |
| 2.6. Project tasks. | 1 |
| 3. System of tasks to texts. | |
| 3.1. Connections between various tasks. | 2 |
| 3.2. Learners' tools banks | 2 |
| 3.3. Planning, reflecting and assessing one's work with texts. | 2 |
| 4. Procedures in the system of tasks to texts. | |
| 4.1. Content generation tasks: procedures. | 4 |
| 4.2. Language tasks: procedures. | 3 |
| 4.3. Co-authoring and transformation tasks: procedures. | 6 |
| 4.4. Feedback on students' written works. | 2 |
| 5. Assessment in Text Technology. | |
| 6. Development of own Materials. Practical work on materials development for own context. | 6 |
| 7. The TA website as a database of representational materials for English lessons. | 2 |
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⁶ Here and further on in the programme, we use the word "text" referring to both texts and films.

Module 3: The Self-Study Technology. Course programme

| Theme | Hours |
|---|--------------|
| 1. Learner autonomy: what hides behind a fashionable concept? | 2 |
| 2. Tools for planning one's learning. | |
| 2.1. General plan. | 2 |
| 2.2. Monthly plan. | 1 |
| 2.3. Planning in different TA technologies. | 2 |
| 3. Tools for implementation of one's learning. | |
| 3.1. Banks of data. | 2 |
| 3.2. Banks of tools. | 2 |
| 3.3. Systems of tasks. | 4 |
| 4. Tools for assessment of one's learning. | |
| 4.1. Reflections | 1 |
| 4.2. Forms and checklists. | 2 |
| 4.3. Assessment in each TA technologies. | 2 |
| 5. TA Portfolio. | 4 |
| | 24 |

Module 4: The Research Technology. Course programme

| Theme | Hours |
|---|--------------|
| 1. What do we mean by students' research? | 2 |
| 2. Choosing themes for research. | 2 |
| 3. Working with the theme. | |
| 3.1. Problems to resolved by research. | 3 |
| 3.2. Problem networks. | 4 |
| 3.3. Selecting and evaluating sources. | 1 |
| 4. Products of research. | 4 |
| 5. Presentation of products. | 4 |
| 6. Assessment of research projects. | 4 |
| | 24 |

Module 5: The Yes-No Technology. Course programme.

| Theme | Hours |
|--|--------------|
| 1. Yes-No Games: introduction | 2 |
| 2. Yes-No games dealing with the value of feature. | |
| 2.1. Linear yes-no games. | 2 |
| 2.2. "Geographical" yes-no games. | 4 |
| 3. Yes-no games dealing with object description. | 4 |
| 4. Yes-no games dealing with problem resolution | |
| 4.1. Inventive yes-no games. | 5 |
| 4.2. Explanatory yes-no games. | 5 |
| 5. Procedures when working with yes-no games. | 2 |
| | 24 |

Module 6: Materials Development in the TA Framework. Course programme

| Theme | Hours |
|--|--------------|
| 1. Pedagogical model behind the TA materials. | 2 |
| 2. Development of materials for Text and Film technologies. | |
| 2.1. Criteria for choosing texts and films. | 2 |
| 2.2. Steps for describing the process of working on tasks. | 8 |
| 2.3. Task typology. | 4 |
| 2.4. Work with software | 12 |
| 3. Development of materials for Creative Grammar Technology. | |
| 3.1. Development of grammar models. | 4 |
| 3.2. Typology of grammar tasks in the TA. | 4 |
| 3.3. Work with the software | 12 |
| | 48 |

Module 7: The TA Curriculum Development. Course programme

| Theme | Hours |
|--|--------------|
| 1. Principles of TA curriculum development. | 2 |
| 2. Two types of TA syllabus: preliminary and final | 2 |
| 2. The technology vector. | 4 |
| 3. The task vector. | 3 |
| 4. The OTSM-TRIZ vector. | 3 |
| 5. Other vectors and their roles. | 2 |
| 6. Practical work in curriculum development. | 8 |
| | 24 |